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college and the university. University instructors in political science complain that students do not exhibit any signs of experience in thinking. In a political science course on the American federal government the student takes the first few lectures on the meaning and correct use of the words "state," "government," "confederation," "federal union," "alliance," and then in a weekly quiz he is utterly helpless when asked to apply these terms to certain periods of our history or to illustrate and explain their applications by pointing out elements of strength and weakness as known in the terms themselves and as facts of our historical experience. I believe that this is the natural result of the very common failure of our high-school history and civics teachers to discuss theories in connection with, before, and after facts.

Those who oppose subordinating history to political science believe that political science from the point of view of the investigation and comparison of existing systems of government is a useful study for the young. What they oppose in political science is the danger of its so absorbing history as to make us teach and study history from the point of view of existing political institutions, and thus most certainly bias the search for truth, as always happens when it is subordinated to the proving of any special theory. This objection makes necessary the separation in the high school of the serious study of civics from the serious study of history, to be followed by a pursuit of political science in the university.

I am forced to believe that the present situation will not be improved until in addition to the correct study of history, especially English and American history, with proper attention to the relations of facts and theory, conditions and conclusions, causes and effects, every high school shall also give a separate and strong course in civics, with opportunity for the acquirement of correct elementary conceptions of conditions as they now are, of how they came to be, and of how they are tending for the future.

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One of the administrative questions coming to the front in the larger high schools of the country is that of department heads, on which but little material can be found in our educational journals. This contribution, bearing mainly on the unique experiment in Washington, is offered in the hope of bringing out data from additional cities. Boston, New York, Philadelphia, Baltimore, Louisville, Atlanta, and San Francisco have taken tentative steps along this line. A system fairly typical of all of these contains seven groups: English, mathematics, history, science, ancient languages,

modern languages, and technical branches; but in all these the organization of the departments is confined to each school. In Washington, however, it has been the aim to unify the work in the five white high schools (and similarly in the two colored schools) by extending the authority of the department head through all these institutions. The conception has been of very gradual growth, following on the expansion of the high schools. At first there was only one high school, the rest having started as offshoots with only a few pupils and less than a dozen instructors. The influence of the parent school was indefinitely and loosely retained, without any formal authorization. Then the office of director of all five schools was created by the Board of Education, and the principal of the Central High School appointed to this post. Naturally, as his supervision widened, so did that of the embryo department heads in the original school, though of course in a much less degree. In 1906 a bill passed by Congress provided that all the subjects in the one technical, one commercial, and three *academic* schools should be classified under "eight departments." The Board made the following groups: English, mathematics, history, physics, chemistry, and biology, ancient languages, modern languages, and business. The duties of the department heads were not defined, but they were to act as educational advisers to the principals, being inferior in authority to these on all questions. But as in the case of many other laws apparently clear in terms, the enforcement has disclosed ambiguities and inconsistencies to such an extent that friction and complications have resulted. Still, so far as the writer knows, this is the most advanced effort made to unify the work in the several secondary schools of a city system. It is hoped that experiments with departments in other places will be published so that material can be available for study.

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